

Moraga School District

REPORT TO PARENTS - KINDERGARTEN

Student: Student Name

School: Camino Pablo Elementary School

Year: 2021-2022

Teacher:

Principal: Chris Reddam

Grade: K

Stu ID:

08/10/2021 - 10/29/2021

Birthdate:

EXPLANATION OF MARKS

| <u>Effort</u> | <u>Progress Towards Standards</u> |
|---------------------------------------|---|
| E Excellent | 3 Meets Grade Level Standard |
| S Satisfactory | 2 Approaching Grade Level Standard |
| N Needs Improvement | 1 Below Grade Level Standard |
| NA Not Assessed This Trimester | * Modified Curriculum |
| | NA Not Assessed This Trimester |

| | <u>Reporting Period</u> | 1 | 2 | 3 |
|--|-------------------------|---|---|---|
| Reading/Language Arts | | | | |
| Foundational Skills | | | | |
| Print concepts (left to right, spacing, top to bottom) | | | | |
| Name letters | | | | |
| Name letter sounds | | | | |
| Identify short vowel sounds | | | | |
| Identify long vowel sounds | | | | |
| Apply phonological awareness skills (rhymes, segments, blends) | | | | |
| Decode simple consonant-vowel-consonant words | | | | |
| Read sight words | | | | |
| Retell stories including character, setting, and important events | | | | |
| Read emergent-reader texts with understanding | | | | |
| Writing Standards | | | | |
| Write upper and lower case letters | | | | |
| Write simple consonant-vowel-consonant words | | | | |
| Write simple words phonetically | | | | |
| Use a combination of drawing, dictating, and writing to express ideas | | | | |
| Speaking & Listening Standards | | | | |
| Understand and follow two-step directions | | | | |
| Speak in complete and coherent sentences | | | | |
| Recite short poems, rhymes, and songs | | | | |
| Social Studies | | | | |
| Demonstrate an understanding of concepts | | | | |
| Science | | | | |
| Demonstrate an understanding of concepts in earth science, physical science, and/or life science | | | | |
| Physical Development | | | | |
| Demonstrate large muscle development (gallop, skip, hop) | | | | |
| Demonstrate small muscle development (cut, draw, write) | | | | |
| Art | | | | |
| Participation | | | | |
| Music | | | | |
| Participation | | | | |
| Physical Education | | | | |
| Participation | | | | |

| | <u>Reporting Period</u> | 1 | 2 | 3 |
|--|-------------------------|---|---|---|
| Mathematics | | | | |
| Number Sense: Counting and Cardinality | | | | |
| Identify numbers out of order to 20 T1: (0-10) T2: (0-15) T3: (0-20) | | | | |
| Count from 0 T1: (0-20) T2: (0-50) T3: (0-100) | | | | |
| Write numbers T1: (0-10) T2: (0-15) T3: (0-20) | | | | |
| Count a collection to answer how many T1:(1-10) T2: (11-15) T3:(16-20) | | | | |
| Compare objects. Identify whether the number of objects in one group is greater than, less than, or equal to the number T1: (<5) T2:(< 7) T3:(<10) | | | | |
| Operations and Algebraic Thinking | | | | |
| Model the addition process with manipulatives and/or pictures (not necessarily with the + symbol T2: (0-5) T3: (0-10) | | | | |
| Model the subtraction process with manipulatives and/or pictures (not necessarily with the + symbol T2: (0-5) T3: (0-10) | | | | |
| Fluently add to 5 | | | | |
| Fluently subtract to 5 | | | | |
| Number and Operations in Base Ten | | | | |
| Understand numbers 11-19 are composed of one group of ten and additional ones | | | | |
| Measurement and Data | | | | |
| Classify objects | | | | |
| Geometry | | | | |
| Identify and describe shapes T1 and T2: (flat shapes) T3: (3-D solid shapes) | | | | |
| Mathematical Practices | | | | |
| -Make sense of problems and persevere in solving them | | | | |
| -Reason abstractly and quantitatively | | | | |
| -Construct viable arguments and critique the reasoning of others | | | | |
| -Model with mathematics | | | | |
| -Use appropriate tools strategically | | | | |
| -Attend to precision | | | | |
| -Look for and make use of structure | | | | |
| -Look for and express regularity in repeated reasoning | | | | |

